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16 April 1964

MEMORANDUM FOR: Director of Personnel

SUBJECT : Critique of the Program "Reorientation in  
Supervisory Responsibilities"

1. Attached are extracts from the comments submitted to me by those members of Personnel Operations Division who attended the course on 10 April. I promised anonymity to all in order that they would feel free to comment frankly and candidly. The evidence that they did so is attached! (I think it unfortunate though, that it was necessary for me to make such a promise before they would truly speak their minds.)

2. Not included in the extracts are some observations which ran through almost all of the comments submitted, to-wit:

a. A sincere appreciation of the interest shown by the participation of the Director and the senior officers who prepared and took part in the program. This in itself had considerable impact.

b. It was too long.

c. The sound system was poorly arranged for the panel and the volume too low for Mr. Echol's presentation. Many could not hear.

d. The security presentation was seen to be what it was in fact, pitched at all employees and not approached from the supervisory point of view.

e. Mr. Fuch's presentation was poor in that it either was aimed at the wrong audience or did not go into the supervisory considerations of how employees get this way.

f. Either in the comments or oral observations made to me, more than one is unconvinced that the speakers practice what they preach.

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3. My own observations without benefit of anonymity are as follows:

Mr. McCone. In talking about courage he seemed to suggest that a supervisor must ignore the personal considerations in dealing with his subordinates. Obviously he did not mean this, but as it was put, it could be so misunderstood. He was obviously working from a ghosted text with which he was unfamiliar and when working from such a text is a monotone. However, when he deals with material which is personal to him, as for instance his European trip, he lights up considerably. Whether true or apocryphal, the last bit on the President's visit was terrific.

Colonel White. He should strive for more change of pace in content. There were long sections of essentially pedantic exposition which need to be broken up with anecdotes or illustrations. The telling phrases, for example, "rehabilitation of the delinquent", get lost in the general stream of words. He and some of the other speakers need to use the vocal pause. There need to be obvious breaks between ideas, paragraphs and sections of the talk. Any speaker must be conscious of the fact that in written material we not only have the advantage of punctuation, but of paragraphing, to identify the internal organization of the material. This is not available in speeches and the speaker must substitute pauses, gestures, change of tone and change of pace. Another device is to outline, list, repeat, and restate the essentials which we are trying to communicate.

Dr. Tietjen. As a presentation, well done, but he should have earlier identified the place the supervisor occupies or the role that he plays in what was being covered.

Mr. Fuchs. It was good material, logically arranged and forthrightly presented but he has an unfortunate vocal quality and lack of variety. Substantively, he failed to cover the problem of how a supervisor can anticipate, forestall, or prevent derelictions.

Mr. Echols. In substance good, because it got down to nuts and bolts and had direct meaning and application for the working supervisor. As with some of the other speakers, vocal punctuation was badly

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needed. Don't be afraid of silence, or, in broadcasting terms, "dead air time". There is too great a tendency to rush on to the next sentence, next paragraph or next idea, not leaving time for the point to sink in. Maybe we hear only 25% of what is said because what has been said is immediately blocked by what is being said. There were times when the very speed produced sloppy articulation. A single example should suffice to illustrate. In the word "dissatisfaction", the "dis" was almost lost. I would urge a more familiar or informal diction be sought -- for example, the words "I will now proceed to" might better have been "now let's highlight...". The speech should be analyzed for the key or stress words which then could be underlined or highlighted with the yellow marker to show where vocal pauses or emphasis should be placed.

STATINTL

Chief, Personnel Operations Division

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